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ABSTRACT

This Critical Issue Bibliography (CRIB) Sheet focuses on post-tenure review of higher education faculty. Post-tenure review is the planned evaluation of faculty that have been awarded tenure. The way in which post-tenure review is executed varies by campus, but the process usually involves in-class evaluation, meetings with administrators about student evaluations and enrollments, and review of goals and outcomes. This bibliography lists resources outlining different attitudes toward post-tenure review and suggesting ways to implement the process. The 13 resources, all of which are in the ERIC database, are grouped into "Perspectives/Attitudes" and "Suggestions for Implementing." (SLD)

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Critical Issue Bibliography (CRIB) Sheet:

Post-Tenure Review

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Many of the issues discussed in one bibliography relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in January 2002.

Critical Issue Bibliography (CRIB) Sheet:
Post-Tenure Review

There is growing debate in the higher education arena and beyond about the necessity for post-tenure review of tenured college and university professors. Leaders in business and industry, as well as members of the general public, are concerned that tenured faculty have lifetime guaranteed employment without undergoing any process that assures their standards of performance. Post-tenure review is planned evaluation of faculty that have been awarded tenure. The way post-tenure review is executed varies by campus, but the process usually involves in-class evaluation, meetings with administrators about student evaluations and enrollments, and review of goals and outcomes. Some faculty are concerned about the potential repercussions of post-tenure review, such as the breakdown of faculty community, and suggest that the traditional process of faculty self-regulation remains relevant and effective. Other faculty believe post-tenure review is a good way to maintain and prove the integrity of tenure. In this bibliography, we list resources that outline different attitudes toward post-tenure review, and suggest ways to implement a post-tenure review process.

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Perspectives/Attitudes

ED446542
(2000). *Post-tenure review: Outcomes and impact. Case study: University B. New pathways II. Campus visitation: Fall 1999.*
This study examined the impact of a comprehensive periodic post-tenure review policy within a public research institution which was mandated to establish procedures for complying with a policy requiring periodic evaluation of tenured faculty.

ED430469
(1999). *Post-tenure review.* Eugene, OR: Office of Academic Affairs, Oregon University System.
This report examines post-tenure review for college faculty and reviews initiatives to strengthen post-tenure review at Oregon University System institutions.

EJ546191
Roworth, Wendy Wassyng. (1997, May/June). Pandora's dilemma: Some reflections on peer review. *Academe, 83,* 3, 35-38.
Provides a case study of the use of departmental peer review at the University of Rhode Island, focusing on the differing attitudes toward the peer review process held by tenured and untenured faculty.

EJ546188
Tierney, William G. (1997, May/June). Academic community and post-tenure review. *Academe, 83,* 3, 23-25.
This article discusses the need for post-tenure faculty review, to root out 'dead wood' faculty, and increase faculty accountability. It focuses on the time frame for such reviews, who should be reviewed, and the intensity and ramifications of the review.

EJ439937
Licata, Christine M., & Andrews, Hans A. (1992). Faculty leaders' responses to post-tenure evaluation practices. *Community/Junior College Quarterly of Research and Practice, 16,* 1, 47-56.
Reports on a survey of union/faculty association heads from 305, two-year colleges regarding the status and effectiveness of post-tenure evaluation.

EJ435166
Andrews, Hans A., & Licata, Christine M. (1991, July). Administrative perceptions of existing evaluation systems. *Journal of Personnel Evaluation in Education, 5,* 1, 69-76.
How administrators view faculty evaluation was studied through a survey of 199 deans and vice-presidents from two-year colleges. Post-tenure evaluation existed in about 70 percent of responding institutions.

EJ427576
Andrews, Hans A., & Licata, Christine M. (1990, Winter). The status of tenured faculty evaluation in the community college. *Community College Review, 18,* 3, 42-50.
Describes a study of post-tenure faculty review in community colleges in the north central United States, indicating that 70 percent of the 610 respondents had systems of post-tenure review. Discusses evaluation criteria, outcomes and problems associated with the review process; perceptions regarding effectiveness and benefit of post-tenure evaluation, and recommends changes.

Suggestions for Implementing

ED443370
Alstete, Jeffrey W. (2000). *Post-tenure faculty development: Building a system for faculty improvement and appreciation.* [ASHE-ERIC Higher Education Report, Volume 27, Number 4]. San Francisco, CA: Jossey-Bass, Inc.
This book examines the debate around post-tenure review and suggests a model for faculty development that combines post-tenure review with faculty assessment and development. The book addresses issues such as: what is faculty development; types of

post-tenure faculty development programs; designing development strategies; and what are the implications of choosing to develop faculty.

EJ597483
Licata, C. M. (1999). Precepts for post-tenure review. *Trusteeship, 7,* 6, 8-13.
This article discusses the advantages and disadvantages of post-tenure review of faculty, identifies the objectives of such reviews, reports on preliminary results of the use of post-tenure reviews at several institutions of higher education, and considers implications for boards of trustees. It also suggests a 10-element post-tenure review policy.

EJ543066
Abdelal; Ahmed T., & Others. (1997, Spring). Integrating accountability systems and reward structures: Workload policy, post-tenure evaluations, and salary compensation. *Metropolitan Universities: An International Forum, 7,* 4, 61-73.
Discusses three interrelated policy initiatives at Georgia State University concerning faculty workload, the system for post-tenure evaluation, and salary equity. Each policy has ramifications for the others, and experience has shown benefit in an integrated, collegial approach to these issues. Also examines the problems and benefits in implementing the policies.

ED385304
Andrews, Hans A., & Others. (1995, April). *Faculty evaluation: Number one quality control in TQM [total quality management].* Paper presented at the Annual Convention of the American Association of Community Colleges, Minneapolis, MN.
The current perception of faculty tenure as a guarantee of a job for life can impede the removal of teachers who do not perform up to standards. Such faculty, can have extremely negative effect on the overall college quality. To maintain a commitment to quality in all areas, colleges must adopt legally defensible faculty evaluation systems. At Bay de Noc Community College (BNCC), in Michigan, after unsuccessful attempts to dismiss a poorly performing teacher, a committee of faculty began developing a new evaluation process, which is critically examined.

ED343629
Andrews, Hans A. (1992). How to dismiss a tenured faculty member. *Administrative Action, 4,* 6, 1-5.
Dismissing a tenured faculty member requires a specific cause for termination, and is often one of the most difficult personnel actions that a college can take. Dealing with incompetent faculty requires a strong evaluation process and campus-wide understanding of policy and procedures. This article provides a step-by-step case study of a college dean's actions to dismiss a faculty member, based on low class enrollments, poor evaluations of classes by the division chair and dean of instruction, poor student evaluations, and failure to re-mediate teaching and job deficiencies.

ED352894
Jones, Laura Kingsbury, & Hoenack, Stephen A. (1992, Spring). *A model of the career development of tenure track assistant professors.* Paper presented at the Annual Meeting

of the Association for the Study of Higher Education, Minneapolis, MN.
This study tested a model of career development for assistant professors in higher education during the probationary period, and the probability of achieving tenure. The study used a sample of 104 appointment histories of tenure track professors in the University of Minnesota who were hired between 1972 and 1985. The information included data on teaching assignments, publications, citations, and previous employment histories. Results showed that the model showed an overall prediction of 85 percent and had a highly significant goodness to fit.

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